

THE GEORGE WASHINGTON UNIVERSITY
Washington, D.C.

MINUTES OF THE REGULAR MEETING
OF THE FACULTY SENATE HELD ON
May 9, 2003, IN THE ALUMNI HOUSE

Executive Vice President for Academic Affairs Donald R. Lehman called the meeting to order at 2:17 p.m.

Present: President Trachtenberg, Vice President Lehman, Registrar Geyer, Parliamentarian Pagel; Dean Tong; Professors Castleberry, Cordes, Duff, Englander, Gallo, Garris, Griffith, Klarén, Lee, Marotta, Packer, Paratore, Paup, Robinson, Shambaugh, Simon, Watson, Wilmarth, and Zaghoul

Absent: Deans Frawley, Futrell, Harding, Phillips, Southby, Whitaker, Williams, and Young; Professors Briscoe, Friedenthal, Gupta, Harrington, Sell, Swiercz, and Wirtz

INTRODUCTION OF NEW SENATE MEMBERS

Vice President Lehman introduced the following new members of the Senate: Professors Ernest J. Englander, Charles A. Garris, Jr., Cynthia Kwei Yung Lee, Sylvia A. Marotta, Randall K. Packer, Donald C. Paup, David L. Shambaugh, Paul M. Swiercz, and Harry Watson. (Professor Swiercz was not present.) Re-elected members were: Professors Michael S. Castleberry, Paul B. Duff, Murli M. Gupta, and Gary L. Simon. (Professor Gupta was not present.)

Vice President Lehman then recognized Mr. Kris Hart, the incoming Student Association President, who introduced himself. Mr. Hart introduced the Student Association Vice President for Academic Affairs, Mr. Drew Sindlinger, and Mr. Christian Berle, the Student Co-Chair of the Joint Committee of Faculty and Students. Mr. Hart added that he had already forwarded to the Senate Office the names of student liaisons to Senate Standing Committees for the coming year. These students were not present at the Senate meeting because they had already left campus for the summer. Mr. Hart then said he looked forward to working with the faculty, and thanked them for all of their service to the students.

APPROVAL OF THE MINUTES

Professor Robinson moved the approval of the minutes. Professor Griffith rose to address an issue raised at the last Senate meeting in connection with the presentation of the Fiscal Planning and Budgeting Committee's Special Report on the University Operating and Capital Budgets. It had been noted at that meeting, he said, that there was a line in the Report for listing budget information concerning grants and contracts, but that there was no entry in that line. It was suggested that perhaps the Report could be amended to include this information. Professor Griffith reported that he had contacted Mr. Boselovic in the Budget Office about this issue, and was told that the University is no longer calculating those numbers, and they are difficult to estimate. In any case, these figures are a wash item in the budget. Therefore, this information is not available, he concluded, and an amended Report will not be forthcoming.

Following Professor Griffith's remarks, the minutes of the regular meeting held on April 11, 2003 were approved as distributed.

I. RESOLUTION 03/1 "A RESOLUTION ON THE ALTERNATIVE ACADEMIC CALENDAR"

Professor Lilien F. Robinson, Chair of the Executive Committee of the Faculty Senate, introduced Resolution 03/1 by saying that she thought the Resolution spoke for itself and was very straightforward. The Senate was being asked, she said, to assume its expected role in the context of the Faculty Code and established practice in considering any proposed change to the academic calendar. This is because such changes impact many different areas of academic life, from academic planning and programs, effective teaching, faculty schedules, teaching assignments, and student achievement. There is also an issue of faculty compensation should the summer session be counted simply as another semester. Lastly, she added that the academic work year of the Faculty Senate and its Committees is potentially affected.

Professor Robinson then reminded the Senate that the Committee that has been charged with examining the issue of an alternative academic calendar has not been asked to make recommendations on proposals, but rather has been asked to list the pros and cons of alternatives. Further, she said, it has been the practice of the University for a very long time that modifications to the academic calendar either come from or through the Faculty Senate, specifically through the Senate's Educational Policy Committee. It is up to the Senate, she concluded, to provide an independent assessment to the faculty through its elected representatives. Professor Robinson then urged that the Senate adopt Resolution 03/1.

There being no discussion, Professor Wilmarth called the question and a vote was taken. The Resolution was adopted unanimously. President Trachtenberg assumed the Chair.

The President said that it seemed to him that the Resolution's language seemed more ambiguous than it absolutely had to be about the amount of time it would take for the Senate to respond to an alternative academic calendar proposal. He said that he did not think it the intent of the Resolution to create a pocket veto, and he asked if it would be in the spirit of the Resolution if the Administration, when it sent forth the Report that it wanted the Senate to consider, indicated a date by which it hoped a response from the Senate would be forthcoming. Professor Robinson agreed that this would surely be acceptable, and the President then said that under those conditions, he thought the Resolution was acceptable. (Resolution 03/1 is attached.)

II. RESOLUTION 03/2, "A RESOLUTION ON ESTABLISHMENT OF A 'SCHOOL OF PUBLIC POLICY AND PUBLIC ADMINISTRATION' WITHIN THE COLUMBIAN COLLEGE OF ARTS AND SCIENCES"

On behalf of the Joint Subcommittee considering this issue, Professor Paul B. Duff introduced Resolution 03/2. He began by saying that as the establishment of this School had already been discussed by the Senate at an earlier meeting, he was not going to go over every point again. However, Professor Duff reviewed several aspects of the "Whereas" Clauses of the Resolution. He reminded the Senate that in the passage of Resolution 96/14, the Senate had recommended that in the future the designation 'school' be applied only to educational units satisfying certain conditions of independence. In reviewing the proposed creation of the School of Public Policy and Public Administration within Columbian College, the Subcommittee had

decided that in light of the cross-disciplinary nature of the curriculum and of research and other factors, it was unlikely that students would be misled materially by a designation of 'school' for what is in fact a large department. Moreover, he added, now that Columbian School has designated itself a College, rather than a School, any confusion accompanying the designation of a "school within a school" has been minimized. These facts, coupled with the fact that a fully independent School of Public Policy and Public Administration would not be financially viable, had persuaded the Subcommittee to recommend establishment of this new School within Columbian College, as a justifiable exception to the provisions of Resolution 96/14. Professor Duff then urged that the Senate adopt Resolution 03/2.

Professor Paup asked if there were any accreditation consequences in designating this new 'school within a school.' Professor Duff referred the question to Vice President Lehman, and Vice President Lehman replied that there are none. The question was then called, a vote was taken, and Resolution 03/2 was adopted unanimously. (Resolution 03/2 is attached.)

INTRODUCTION OF RESOLUTIONS

No resolutions were introduced.

GENERAL BUSINESS

I. APPROVAL OF DATES FOR REGULAR SENATE MEETINGS IN THE 2003-04 SESSION

Professor Robinson asked for approval of the dates for the regular meetings of the Faculty Senate for the 2003-04 Session. The following dates were approved:

May 9, 2003	January 16, 2004
September 12, 2003	February 13, 2004
October 10, 2003	March 12, 2004
November 14, 2003	April 9, 2004
December 12, 2003	

II. NOMINATION FOR ELECTION OF THE CHAIR OF THE DISPUTE RESOLUTION COMMITTEE

Professor Robinson moved the nomination for election of Professor Kurt J. Darr (SPHHS) as Chair of the Dispute Resolution Committee for a one-year term commencing May 1, 2003. The nomination of Professor Darr was approved.

III. NOMINATION FOR ELECTION OF CHAIRS AND MEMBERS OF FACULTY SENATE STANDING COMMITTEES FOR THE 2003-04 SESSION

Professor Robinson moved the nominations for election of Chairs and members of Senate Standing Committees for the 2003-04 Session. The nominations were approved. (List of Chairs and Members of Faculty Senate Standing Committees is enclosed.)

IV. NOMINATIONS FOR APPOINTMENT BY THE PRESIDENT TO ADMINISTRATIVE COMMITTEES

Professor Robinson moved the nominations for appointment to the following Administrative Committees: Space Committee: Linda L. Gallo; Joint Committee of Faculty and Students: Salvatore R. Paratore, Faculty Co-Chair, Karen McDonnell, Faye Moskowitz, Sondra Patrick, Pedro Rossello, Nader Sadeghi, Harry Yeide. The nominations were approved.

V. NOMINATION FOR APPOINTMENT BY THE BOARD OF TRUSTEES TO TRUSTEES' COMMITTEES

Professor Robinson moved the nominations for appointment by the Board of Trustees to the following Committees: Trustees' Committee on Academic Affairs: Lilien F. Robinson; Trustees' Committee on Student Affairs: Salvatore R. Paratore; Trustees' Committee on the Centuries Campaign: William B. Griffith; Trustees' Committee on External Affairs: Susan K. Sell; Trustees' Committee on Infrastructure and Information Technology: Philip W. Wirtz. The nominations were approved.

Professor Griffith noted that, traditionally, the Chair of the Senate's Fiscal Planning and Budgeting Committee has been appointed to serve on the Board's Development Committee. As the Board abolished this Committee, the faculty seat was transferred to the Centuries Campaign Committee. However, he added, now that the Centuries Campaign has been completed, this Committee does not meet. He added that he hoped that faculty representation on the Board would not be diminished by dissolution of these Committees, and that another faculty seat would be found on an appropriate Committee.

VI. NOMINATION FOR ELECTION BY THE FACULTY SENATE TO THE STUDENT GRIEVANCE REVIEW PANEL

Professor Robinson moved the nominations of the following faculty for election by the Faculty Senate to the Student Grievance Review Panel: Jacqueline Barnett, Linda Bland-Stewart, Jack Friedenthal, Daniel Kane, Salman Kazmi, Gregg Margolis, Stephen McGraw, Sondra Patrick, Joan Regnell, and Joel Teitelbaum. The nominations were approved.

VII. REPORT OF THE EXECUTIVE COMMITTEE

The Report of the Executive Committee by Professor Robinson, Chair, is enclosed.

VIII. ANNUAL REPORTS OF SENATE STANDING COMMITTEES

In addition to the Educational Policy Report circulated with the Agenda for the May Senate meeting, Annual Reports of the following Senate Standing Committees were received: Admissions Policy, Student Financial Aid, and Enrollment Management; Faculty Development and Support; Fiscal Planning and Budgeting; and the Joint Committee of Faculty and Students. (The Annual Reports are attached.)

Professor Duff also distributed at the Senate meeting two reports which will be placed on the Senate's website in their entirety: the End of Year Report of the Educational Policy Committee on the Academic Excellence Committee's Writing Proposal and the Writing Program

Task Force (02-03), and the Final Report of the Subcommittee Representing the Educational Policy Committee, the Fiscal Planning and Budgeting Committee, and the Professional Ethics and Academic Freedom Committee on the Proposal to Create a School of Public Policy within the Columbian College of Arts and Sciences.

Professor Robinson spoke on behalf of Professor Gupta, Chair of the Admissions Policy Committee, who was not present at the meeting. Professor Gupta had asked that Senate members look at page four of his Committee's report, which applies to faculty and advises them about ways in which to participate in the admissions process. Faculty are asked, she said, to respond to admissions-related telephone calls and e-mails from students considering enrollment at the University. There is a good role for faculty in this area, she said, and if faculty can provide specific information, or just encouragement to prospective students, this would be a positive thing for the University.

President Trachtenberg seconded these sentiments, and said it was particularly true that the very best students, who have their choice of institutions, examine the quality of schools beyond the statistics and financial aid packages offered. The sense that the University is an institution with a face really makes a difference in the admissions process, he added.

BRIEF STATEMENTS (AND QUESTIONS)

Registrar Geyer reminded Senate members of the 72-hour rule for grade submission, and added that the FacultyWeb is very easy to use for filing timely grades. The University is also still providing paper final grade rosters which departments can obtain from the Registrar's office. It is important to submit grades in a timely fashion, he said, because the Registrar's Office is trying to clear students for graduation within the schools and departments. Reports to the National Student Clearinghouse and other agencies must also be made, and diplomas must be ordered for graduates. Registrar Geyer then thanked Senate members in advance for doing their part to remind colleagues of the importance of adhering to the 72-hour rule for reporting final grades.

Professor Wilmarth said that he had received further inquiries from faculty and staff at the Law School concerning the freeze on salaries at the University for the next fiscal year. He has been asked, he said, to confirm that there would not be adjustments to administrator's salaries during this freeze. The President said he thought this question had been answered at the last Senate meeting. Professor Wilmarth responded that Professor Griffith had answered to the best of his understanding, but that there had been no confirmation from the administration. Vice President Lehman then said that he had verified this at the last Senate meeting, and pointed out at that time that the administration is already on an 18 month salary review cycle. This is the second consecutive 18 month cycle, he said. The President confirmed that administrators anticipated the need to curb salary increases, and had already acted quietly to address this problem. Professor Wilmarth thanked the President for this confirmation.

Professor Simon announced that the University has finalized an agreement to establish a Vaccine Research Center where it will test experimental vaccines. He said that if anyone was planning a trip to Mt. Kilimanjaro, for example, there would be an Ebola vaccine available. Recipients will also be paid for participation in the trials, and Professor Simon said that the Center will be looking for many volunteers throughout the campus. The President asked what risk was involved for participants. Professor Simon replied that the risk depended on the vaccine

involved. The risks are small, as the vaccines are tested in small animals, primates, and in some humans before they reach the Vaccine Research Center.

Professor Englander said that he had just read that the University of California at Berkeley has suspended admissions from China for the summer semester, and he asked what the University is doing with regard to Sudden Acute Respiratory Syndrome (SARS). The President responded that the University has both a SARS Policy, and a SARS Committee. Essentially, the University's judgment is that it should wait for guidance from the State Department and public health officials, as once an institution starts down the road of excluding people from one geographic locality, it may become necessary to exclude those from many others as well.

Professor Griffith said that he had heard a rumor, and he hastened to add that it was only that, that the University was soon going to announce a policy beginning with the fall semester, that it would no longer accept course transfers from students taking summer classes elsewhere. If this were true, he said, he thought the University should think very carefully before establishing this policy. As the Fiscal Planning and Budget Committee indicated at the last Senate meeting, the University is facing an increasing crunch in terms of the numbers of students it is trying to enroll, alongside a shortage of classroom space. Students are increasingly having difficulty enrolling in courses that they need at both the general curriculum level and the upper division level. Professor Griffith added that, in his opinion, it would be unwise to adopt such a blanket policy, and he hoped that such a policy would not be approved, particularly because quite a number of requests to take classes at other institutions are received by departments, and these requests are reviewed very carefully to ensure that they are of adequate quality to serve as substitutes for courses at GW. The President said that Professor Griffith's observation was noted.

President Trachtenberg then said he wanted to wish everybody a wonderful summer, and that he was counting on seeing each and every Senate member present at the commencement ceremonies in May. Faculty participation in these ceremonies is important, he added, and students appreciate faculty being there. The President also said that if the ceremony could not take place on the Ellipse, then it would take place indoors at the MCI Center.

President Trachtenberg then thanked everyone for their efforts in the past year, and said he looked forward with interest to receiving the report on the Academic Calendar, which he said he would distribute widely. He looked forward, he said, to receiving comments on its virtues, and also on how the proposal might be improved.

ADJOURNMENT

Upon motion made and seconded, the meeting was adjourned at 2:50 p.m.

Dennis L. Geyer
Dennis L. Geyer
Secretary

A RESOLUTION ON THE ALTERNATIVE ACADEMIC CALENDAR (03/1)

WHEREAS, President Trachtenberg has requested consideration of an alternative academic calendar; and

WHEREAS, an appointed joint committee, responding to the charge from the administration, will be providing analyses but not recommendations; and

WHEREAS, in accordance with the Faculty Organization Plan, Article 3, Section 1 [4] and the Faculty Code, Section IX. A., the faculty participates in the formulation of policy and planning decisions; and

WHEREAS, the Faculty Senate has the responsibility of making recommendations to the administration and through the President to the Board of Trustees on matters pertaining to academic concerns as they may affect more than one school or college; and

WHEREAS, it has been established practice that recommendations for changes to the academic calendar are made by the Faculty Senate; and

WHEREAS, President Trachtenberg has indicated that he would welcome the Faculty Senate's advice and recommendations on any proposal to change the academic calendar NOW, THEREFORE,

BE IT RESOLVED BY THE FACULTY SENATE OF THE GEORGE WASHINGTON UNIVERSITY:

That no action on an alternative academic calendar be taken until the Faculty Senate has had an opportunity to consider available data and provide its recommendations on the alternative academic calendar to the administration.

**Executive Committee of the Faculty Senate
April 25, 2003**

Adopted May 9, 2003

A RESOLUTION ON ESTABLISHMENT OF A "SCHOOL OF PUBLIC POLICY AND PUBLIC ADMINISTRATION" WITHIN THE COLUMBIAN COLLEGE OF ARTS AND SCIENCES (03/2)

WHEREAS, a Task Force established by the Executive Vice President for Academic Affairs has recommended, and the EVPAA has agreed, "that a new school should be created within CCAS devoted to public policy and administration"; and

WHEREAS, since the Faculty Senate is entitled under the Faculty Code to make a recommendation on "proposals concerning the creation... of schools or other major components of the University", the Executive Committee of the Faculty Senate has charged the Joint Subcommittee now proposing this Resolution with recommending a course of action to the Faculty Senate; and

WHEREAS, in Resolution 96/14 the Faculty Senate recommended, in pertinent part, "that in the future the designation 'School' be applied only to educational units satisfying the conditions of independence specified in the structure of the University"; and

WHEREAS, the Joint Subcommittee, having consulted broadly with the parties to be affected by creation of this 'School', as set out in our Interim Report to the Senate on March 11, 2003, has identified a number of considerations supporting this proposal that argue in favor of recommending an exception to the above policy, including (a) the cross-disciplinary nature of the curriculum and research, (b) the administrative simplification to be achieved in managing the activities of faculty most of whose home departments are already in CCAS, (c) the fact that many of the educational units competing with our programs in public policy/administration are themselves organized as schools subordinate to other schools, thereby lessening the likelihood that students will be misled materially by the designation of what is in effect a large department as a school, (d) the fact that Arts & Sciences has now designated itself a college rather than a school, thus minimizing many of the confusions accompanying a "school within a school", and (e) the fact that a fully independent School of Public Policy and Public Administration is not a financially viable alternative at the present time, **NOW, THEREFORE,**

BE IT RESOLVED BY THE FACULTY SENATE OF THE GEORGE WASHINGTON UNIVERSITY:

That the Faculty Senate concurs in the proposal to establish a "School of Public Policy and Public Administration" within the Columbian College of Arts and Sciences, as a justifiable exception to the policy recommended in Resolution 96/14.

The Joint Subcommittee:

Paul Duff, Chair, Educational Policy Committee;

W. B. Griffith, Chair, Fiscal Planning and Budgeting Committee;

Gregory Maggs, Chair, Professional Ethics and Academic Freedom Committee;

Professors J. Friedenthal (Law) and S. McGraw (SMHS)

May 9, 2003

Adopted May 9, 2003

Final Report of the Subcommittee Representing the Educational Policy Committee, the Fiscal Planning and Budgeting Committee, and the Professional Ethics and Academic Freedom Committee on the Proposal to Create a School of Public Policy within the Columbian College of Arts and Sciences

The subcommittee was composed of the following: Paul Duff, Chair, Educational Policy Committee; W. B. Griffith, Chair, Fiscal Planning and Budgeting Committee; Gregory Maggs, Chair, Professional Ethics and Academic Freedom Committee; Professors J. Friedenthal (Law) and S. McGraw (SMHS).

The Subcommittee met throughout the '02-03 academic year to discuss the proposed School of Public Policy within the Columbian College of Arts and Sciences.

Over the course of its deliberations, the members of the subcommittee expressed particular concern over the following issues:

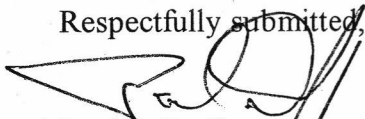
1. Is calling the proposed entity a "school" is a fair way to represent it to faculty, students, and the public at large, especially since it would be a school within a school? The label "school" was of particular concern since the Faculty Senate has already gone on record opposing the creation of schools within schools (see senate resolution 96/14 **appendix A**). Assuming that the Public Policy group was merged into CCAS, the subcommittee wondered whether there might be a different name that would be more appropriate such as a "Center" or "Institute."
2. Would the rights of untenured faculty or those who will be facing promotion after the move be protected?
3. Would the affected schools (CCAS and SBPM) would be content with the financial arrangements that would accompany the creation of this entity within CCAS?

In order to address these concerns, the subcommittee reviewed the report of the Task Force on Public Affairs at GWU (**appendix B**) and the VPAA's response to that Task Force's report (**appendix C**). The subcommittee then met with and discussed the proposed new school with Kathy Newcomer, Joe Cordes, and Hal Wohlman. Information about similar programs (particularly programs run by our competitors) to the one proposed was shared with the subcommittee (**appendix D**). Next, the relevant deans were asked about any particular concerns that they might have. The subcommittee also consulted with them about the processes envisioned for obtaining faculty approval for the move. After asking if the SBPM Dean's Council had any comments on the move, the subcommittee received a memo from Dean Phillips, indicating that the council had no objections (**appendix E**) to the relevant faculty moving to CCAS. A member of the subcommittee then met with and discussed the proposed move with the CCAS Dean's Council (see **appendix F**). The subcommittee next discussed the proposed move with the affected faculty to see if they had particular concerns. Finally, the subcommittee consulted with Vice President Lehman. At our suggestion, Vice President Lehman asked that Kathy Newcomer, Joe Cordes, and Hal Wohlman prepare a final document outlining the proposed program that could be presented to the Senate at the May meeting. This

document was provided (**appendix G**) as was a chronological history of the steps taken to establish the new school (**appendix H**).

The subcommittee then crafted a resolution that will be presented to the Senate at the May meeting (**appendix I**).

Respectfully submitted,

A handwritten signature in black ink, appearing to read "Paul B. Duff", written over the typed name.

Paul B. Duff
Chair, Educational Policy Committee

Please Note:

The appendices to this report are available online at:

http://www.gwu.edu:80/%7Efacsen/faculty_senate/pdf/SPPPA.pdf

**The George Washington University
Faculty Senate Committee on
Admissions Policy, Student Financial Aid, and Enrollment Management
Annual Report (2002-2003)**

Faculty Senate Committee on Admissions Policy, Student Financial Aid, and Enrollment Management held five meetings this year. At these meetings we reviewed the undergraduate and graduate admissions and financial aid, as well as criteria for undergraduate admissions. The committee was greatly assisted by the director of Undergraduate Admissions, Dr. Kathy Napper who provided valuable information summarized in this report. Financial information was provided by Daniel Small, director of Financial Aid office, and graduate enrollment information was provided by Kristin Williams, director of Graduate Student Enrollment Management.

Here is some of the information the committee reviewed this year that might be of interest to Faculty Senate.

Undergraduate Admissions

- We received 18,400 applications and currently have admitted just over 7,000 of these (37.9% admit rate which is lower than last year). We have 1,600 students on waiting list (WL). Some of these students do get off the waiting list but this is not automatic; the WL student needs to make an active effort in letting the admissions office know of their strong and continuing interest in GW. We were originally going to admit 2,250 students for Fall 2003 but that target was upped to 2,400 due to the financial reasons, and because of the increased strength of the applicant pool.
- According to The Hatchet of April 10, 2003 the SAT scores of incoming class of 2007 is expected to go up from 1240 to 1260. In fact, the mean SAT of the matriculants for 2001 was 1240 and this mean went up to 1260 for the matriculants of 2002. This year we expect the mean to increase further to 1270 or 1280. Currently, the mean of the admitted students is 1320. Last year the mean of accepted students was 1300 but it went down to 1260 by the time the admitted students actually came to GW.
- Our retention rate is about 92% during the first and second year.

Undergraduate Financial Aid

- GW administers about \$120 million worth of financial assistance for all our students. This amount includes Federal, State and GW funds; 2/3 rd of this money comes from GW funds. Total GW budget for 2002-03 year is \$74,298,353 of which \$2 million is drawn from the endowments. Note that most of this money is used to support the Fall admits; Spring admits do not get any GW money. Also, there is never any money for summers.
- The average award for the current year was \$14,288 (this excludes athletic grant-in-aid awards which number 194 and average \$19,359 this year.). About 60% of all undergraduates get some kind of financial aid. A large number of students apply for aid; even families earning \$100,000+ are asking for financial aid. Average need based package is about \$20,000 which includes loans and GW money. There are 225 people in the honors program- all of these receive some sort of aid.
- Undergraduate discount rate this year is about 34% which has dropped from the 45% discount rate of a few years ago.
- As of 7/1/02 GW has become a "School as a Lender" and we now lend funds to graduate students.

Graduate Enrollments

- Whereas there was a 2% annual increase in graduate enrollments in the 1990s, this trend has now reversed and we are seeing an average of 1% decline per year. This is true for all schools. Off campus numbers are growing (from 1543 to 2636) though Virginia Campus fluctuates.
- Graduate admissions data: We had 9968 applications university wide for Masters of which 5592 were admitted (56.1%) and 2832 matriculated (50.6%). For Ph.D. we had 2412 applications of which 657 were admitted (27.2%) and 326 matriculated (49.6%). Domestic numbers are up though international numbers have been declining, due to a variety of reasons including visa delays.
- There is intense competition locally, domestically, and globally. We are moving head to head with the stiffest competition in competing for outstanding students. For example, there are 27 schools in DC area offering a variety of MBA programs. Many universities overseas are also marketing aggressively for the same international students – these include Canada, Australia and even Germany. These universities are emulating U.S. Higher Ed. programs internationally and US share of this market is decreasing. Distance education is everywhere. University of Phoenix has 133,700 students worldwide of whom 49,400 are online; it has its first Ph.D. programs.
- With the coming “baby boomlet” we should expect a 1% increase in enrollments each year for the next 20 years. In a faltering economy, more people traditionally decide to go to graduate school. Because of 9/11 there is high interest in public service and international affairs. Our location in DC is always an attractive opportunity.

Graduate Financial Aid and Funding

- Merit aid is based on the projected revenue and projected enrolments. The Board of Trustees establishes the payout rate from endowments. Graduate discount rate for 2002-03 year is 22-24% whereas the undergraduate discount rate is 35.2%
- There are 12 presidential merit fellowship packages available university wide. Our top awards are \$21,500 (plus tuition) and are meant exclusively for Ph.D. level. NSF awards are now at the \$25k (+ tuition) level and have gone up from previous levels of \$18k and \$21.5k. We have 15 NIH awards and GW provides matching tuition support. GW also provides matching stipends for outside awards of \$10k or more.
- Total graduate student support for 2001-02 was \$20.8m, of which \$13m came from Operating Budget; \$1.3m came from Endowment Funds; \$1.4m came from Restricted Funds and \$4.4m came from Sponsored Funds. CCAS got \$7.7m to support 1,795 students; SEAS got \$3.1m to support 924 students; GSEHD got \$3.3m to support 659 students; SBPM got \$4.3m to support 1,554 students and ESIA got \$1.6m to support 509 graduate students. GSEHD has a lot of sponsored money whereas ESIA gives a lot of tuition awards (Master's only). SMHS and SPHHS have their own revenue deals with the university.
- Typical packages for international students are \$18k plus tuition (18 credit hours). International Services Office requires \$16,700 award before they issue I-20 forms.
- The office of Fellowships and Graduate Studies interacts with the Financial Aid office on graduate student loans. GW provides \$100m in loans: \$47m to graduate students and \$53m to undergraduates.
- Several types of loans are available to graduate students: Stafford loans (up to \$8,500) are need-

based and accrue no interest until the student is out of college. It is possible to add Stafford loans (up to \$10,000) where the interest starts accruing immediately.

- Work-study opportunities are also available to graduate students- this fact is not widely known to faculty or students.

How do we admit our undergraduates?

First of all, we want the best student that we can attract to GW. Admittedly our application pool is different from that of Harvard (ours is not as strong) and American University (ours is stronger).

We have received 18,400 applications and these applicants can not be lined up in any rank order. We have 1200 applications from international students; fewer countries are sponsoring international students. In SEAS, interest in computer science is falling whereas biomedical engineering is strong. Interest in SBPM goes up and down with the economy (it is down currently), and interest in ESIA has gone way up.

We consider students in admission committees by high schools- we look at the quality of courses taken, type of program at their high school, SATs, recommendation from teachers and counselors, interviews, essays, and interest in GW. Interest in GW can be exhibited in many ways in answer to the question: "How did you learn about GW?" We do not require an actual campus visit though it is encouraged.

Admissions officers visit about 1000 high schools each year. There are five regional admissions offices. International recruiting visits are carried out in group travel with other universities.

What are the other factors used in admissions decisions?

Diversity as evidenced by state of residence, ethnic origin, gender, legacy. We have currently admitted students from 46 states. We have 59% females in the admitted class. We have a sizable group of minority population in the admitted pool. We have smaller groups of athletics and donor children.

We have no quota system. The applicants do not have to identify their ethnic origin and more and more students are not identifying their ethnic origins. Currently, 23% of the applicant pool is classified as multicultural- our African American pool is down 1% this year and the Hispanic pool is up 1% this year. (DC has shrinking population and the tuition exchange program for DC students takes some of the strong DC students away to other states.) The Trachtenberg scholarships target about 5 DC students each year-- last year we admitted 9 and got 7.

The admissions are decided in admission committees where one person acts as an advocate and presents each student. Applications from an entire high school are presented to a particular committee. (As an example, Stuyvesant High School in NY has sent 75 applications to GW and we have admitted about a third of these.) Applicants from a particular high school are listed in the quality order of AP/ honors courses taken by the students. We generally look for students who are at least in the top 15% of the class with high 1200s or better SAT scores. We also consider the track record of the high school. There are issues relating to student essays and teacher recommendations. (It is known that shy and troubled students may not do well at GW.) Note: All special program students are reviewed upfront separately. The associate director separately looks at all multicultural WL students and also at the denied students. We have a group of students to help out with multicultural recruiting.

How can faculty help in the admissions process?

As the application pool gets stronger, more and more students want to connect with faculty. These students want to meet individually with faculty as they seek academic information about specific programs, and GW. It is essential for the faculty to connect with incoming students and provide them a point of contact with the university. The freshmen advising programs are valuable in this regard as are individual meetings of faculty members with the students, and answering email inquiries from prospective students and their families.

Respectfully Submitted,

Murli M. Gupta, Chair

May 7, 2003

Committee Members:

Jonathan Calvert, Naval Science

Tarek El-Ghazawi, Electrical Engineering and Computer Science

John Geranios, Strategic Management and Public Policy

Murli M. Gupta, Mathematics, *Chair*

Catheeja Ismail, Sonography Program

Geralyn Schulz, Speech and Hearing Science

Daniel Ullman, Mathematics

ex officio:

Cheryl Beil

Robert Chernak

Eric Daleo, Student Liaison

Dennis Geyer

Donald Lehman

Kathryn Napper

Geri Rypkema

Daniel Small

Lynda West, Executive Committee Liaison

Kristin Williams

End of Year Report of the Educational Policy Committee on the Academic Excellence Committee's Writing Proposal and the Writing Program Task Force (02-03)

In September, 2002, the Executive Committee of the Faculty Senate asked the Educational Policy Committee to examine the writing proposal put forth by the Academic Excellence Committee (**appendix A**). The Educational Policy Committee began its examination of the writing proposal (**appendix B**) as soon as the school year began. A number of EPC committee members raised questions concerning the viability of certain elements of the proposal. Committee members were, most notably, troubled by the proposed division of the grading process, which was set up in such a way that that student writing would be evaluated first by the course professor for content and second by an assistant of some type (e.g., a TA) for style and grammar. Because of this and other concerns, the committee thought it would be helpful to learn more about the development of the writing proposal. Our report on this will constitute the first section of this report. Our report on the work of the Writing Task Force will follow in section 2.

Overall the EPC was greatly troubled by the process that gave rise to the original proposal. Despite that, though, the committee was satisfied with the work that the Writing Task Force has done during the course of the past year.

1. The Writing Proposal of the Academic Excellence Committee (Fall 2001-Spring 2002)

Since the EPC desired to learn more about the development of the Academic Excellence Writing Proposal, the committee spoke with Vice President Lehman and the three CCAS participants on the Academic Excellence Committee over the course of the next two meetings.¹

Based upon these conversations and discussions that followed, the Educational Policy Committee found a number of serious procedural problems with the development of the Academic Excellence Committee's writing proposal.

- 1) The CCAS faculty had insufficient opportunity to choose its representatives to the Academic Excellence Committee. Because the Academic Excellence program was rushed —cf. see Faculty Senate Resolution 01/4 in **appendix C**—and there was insufficient time for the CCAS faculty to elect representatives, that college's representatives to the committee were chosen by the CCAS Dean's Council. This procedural issue is especially noteworthy since CCAS is the school that would be most affected by any change in the writing program.

¹ One CCAS faculty representative to the Academic Excellence Committee was interviewed by the EPC chair by phone since meeting that individual in person was impractical.

- 2) There was no attempt (by the Academic Excellence Committee or the administration) to judge the effectiveness of the current freshman writing program before suggesting that it be replaced. While the Academic Excellence Proposal cites anecdotal evidence from students impugning the effectiveness of the current program, the English Department's 2001-02 annual report on its Expository Writing Program provides a very different picture (see **appendix D**).
- 3) The report was produced without consultation with outside experts in the field of writing and composition. Nor did anyone consult with the Chair of the English Department, the Deputy Chair, the Director of the Writing Program, or the Director of the Writing Center. The failure to consult with experts in the field is significant since English Composition is a serious academic discipline with a significant body of scholarly literature as the English Department points out in its response to the Academic Excellence Proposal (**appendix E**). The failure to consult with the appropriate persons in the English Department is particularly troublesome since that department would be likely, either directly or indirectly, to help implement any writing program.
- 4) The 1999 WAC proposal put forward by the GW English Department was ignored (**appendix F**). This proposal addressed many of the same concerns as the Academic Excellence Committee's proposal. The VPAA informed the EPC that he was unaware of the existence of the 1999 WAC proposal. (Upon investigation by the VPAA, it was discovered that the former Dean of CCAS did not send this proposal forward to the Council of Deans as he indicated he would to the EPC). Nevertheless, if the English Department had been consulted during the deliberations of the Academic Excellence Committee, the existence of this proposal would have been uncovered. The Academic Excellence Committee would then have had the benefit of that earlier proposal.
- 5) There was some confusion (at least among the CCAS representatives of the Academic Excellence Committee) about the mission of the committee vis-à-vis the writing proposal. Some representatives were under the impression that the proposal was a first draft that would be further discussed by the faculty (in which case, the lack of consultation with experts in English Composition is less problematic). But others thought that the writing proposal would go directly to the curriculum committees of the various schools when it left the Academic Excellence Committee. Further clarity on this should have been provided to the committee.
- 6) There was also confusion among the CCAS representatives to the Academic Excellence Committee about their freedom to discuss the writing proposal with other members of the university community while it was under discussion. Although some felt that they were permitted to speak about the committee's activities in general terms, overall most thought that the committee's deliberations were to be kept secret.

As a result of the way that the proposal was generated, considerable suspicion arose among faculty when the Academic Excellence Committee's writing proposal was finally made public. Faculty suspicion was intensified by the announcement that the writing program would be launched so quickly (in the fall of 2003). It is this EPC's opinion that a great deal of energy will, as a result, have to be put to the task of allaying such faculty suspicion before the program is fully implemented. This is particularly troublesome since the proposal will require broad faculty support for the "Writing in the Disciplines" portion of the program (see below).

Concluding Comments on the process: Since the faculty of the university are those who are ultimately responsible for the curriculum of the university as well as for the teaching any writing program, it is necessary that they be adequately included in the planning of new curriculum. The top-down nature of this initiative and the secrecy that has surrounded it has generated a considerable amount of faculty suspicion and ill will. This will have to be put to rest (primarily by faculty) before any new writing proposal can be effectively implemented.

2. The Task Force (Fall 2002-Spring 2003)

Following the announcement of the writing proposal by the Academic Excellence Committee, Vice President Lehman convened a Task Force whose mission was to implement the proposal. Included on the task force, among others, were three members of the English Department (including the Deputy Chair and the Director of the Writing Center) and a representative of the EPC (see **appendix G**). The Task Force was immediately divided into three committees. Two of the committees dealt with curricular matters. One of these curricular committees was charged with the first year program, the other, the writing component for sophomores and juniors ("Writing in the Disciplines").

When the Task Force began its work, it was unclear, at least to some of its members, what its specific task was. Did "implementation" mean closely adhering to the proposal that the Academic Excellence Committee had created? How much revision was desirable or possible? After the first few meetings, it became clear that the majority of the Task Force thought that some parts of the Academic Excellence proposal were either undesirable or unworkable. Since that time, the Task Force took it upon itself to rewrite the proposal to the extent that it deemed necessary.

Because of the rapid progress of the Task Force (which insured the obsolescence of at least some parts of the original proposal), the Educational Policy Committee thought it would serve no useful purpose to examine in any detail the proposal that Academic Excellence Committee had produced. Instead, the EPC decided to follow the progress of the Writing Task Force.

The writing Task force was chaired by Vice President Lehman and Dean Frawley. It met 11 times and each of the subcommittees met roughly that many times individually. The entire Task Force also attended a daylong retreat at MVC with the director of the Writing

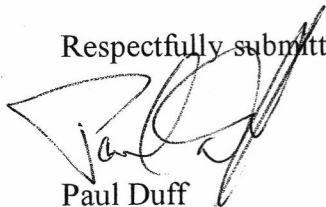
Program at Duke University and the Director of the Writing Program at the University of Missouri. The discussions in the plenary sessions between October and March focused on the work of the subcommittee creating the freshman course, University Writing 20.

The Committee decided that University Writing 20 would be required of all GW students. It will emphasize academic writing with a view to sharpening skills in framing questions, constructing arguments, and using evidence. The course will require 25-30 pages of finished writing developed through pre-draft preparation and drafts; at least 70% of final grade based upon written work. A draft of the description of the course that was sent to the various curriculum committees of the schools is attached (**appendix H**). At this point, work on the foundation for the structure that would support the pilot UW 20 was begun (**appendix I**).

Overall, the Educational Policy Committee was satisfied with the description of the first year course that the Task Force produced. The EPC thought that the proposal was well thought out and well crafted. The committee supports the proposal's emphasis on critical thinking and writing. It also supports the idea of a fixed amount of writing as well as room for flexibility among the individual sections.

In the spring, the Task Force as a whole began discussions about the Writing in the Disciplines portion of the Writing. Prior to this point, the subcommittee charged with looking at writing in the sophomore and junior year had designed and distributed a survey to faculty (**appendix J**). The subcommittee also produced a preliminary document for discussion. (**appendix K**).

Respectfully submitted,



Paul Duff
Chair, Educational Policy Committee
April 22, 2003

Please Note:

The appendices to this report are available online at:

http://www.gwu.edu:80/%7Efacsen/faculty_senate/pdf/WritingProposal.pdf

Report of the Senate Committee on Faculty Development and Support

April 2003

In 2000, the Committee surveyed levels of support for faculty members within our university to attend conferences and meetings. This academic year the Committee, in order to make comparisons, circulated a request for information about such support from a number of institutions, including our "market basket" schools as well as others in our area. The questionnaire was directed to colleges of arts and sciences because that would provide the most meaningful comparative information. (Professional schools tend to have their own rules that differ widely from the "basic.") Response was quite good. Of some 17 institutions contacted, 12 provided answers. Two different schools at the University of Maryland and two at Southern Methodist University responded separately. A list of those to whom we wrote and an analysis of the responses received are attached.

It is fair to say that there was no specific pattern that emerged. American University, the University of Southern California and New York University were the only schools that provided an annual "automatic" stipend. At American the amount is \$750 but is also used for other expenses. At U.S.C. the amount was a generous \$2500. At New York U. the amount apparently varies between \$1500 and \$10,000 for the faculty member but is used for other expenses, e.g. books and software. At other schools a faculty member must apply for travel money. Generally speaking, when there is no "automatic" grant, financial support may be awarded if the faculty member is making a presentation of some type at a conference or meeting or, in a number of schools, if the applicant is a non-tenured, tenure-track member of the faculty. At American, even though it provides an "automatic" stipend, it appears that use of that money for travel is restricted on the same basis that travel support at other schools is contingent on the involvement or status of the faculty member.

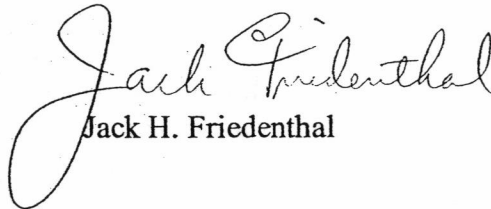
Most schools did not have a limitation on the number of trips that could be taken. A few have specific annual maximum limits, e.g. Duke (\$800), U. of Miami (\$1200). Although others do not have dollar limits for individual faculty members, they often indicated that the amounts available were quite limited.

These statistics indicate generally that George Washington University, although on the low side, is not substantially out of line with most other institutions. The current plan at GW in our College of Arts and Sciences is to provide up to \$800 for expenses of a single trip for a faculty member who will be actively participating in a meeting or conference. These "limits" do not seem to be carved in stone, however, and department chairs, if they have the money, can augment the maximum, or allow the faculty member to attend several conferences where the expenses are low.

It would, of course, be preferable if the university could emulate the University of Southern California and provide a \$2500 "expense line" for any faculty member who applies for one. The Committee recognizes, however, that the university is not currently in a position to add

sufficient additional funds as to make that possible. Indeed the university at present is facing a fiscal crisis that has led it to announce a delay of the next round of faculty salary increases from January 2004 to July of 2004. Nevertheless, it is the sense of the Committee that the ability of faculty members to participate in conferences and meetings is vital to their research and, in turn, to the credit and reputation of the school as a first class academic institution. The current level of funding is short of what is required by many faculty members. Indeed the Committee members believe that faculty members should be able to count on no less than \$1000 for the coming academic year and that that amount should grow in subsequent years so that the faculty members who now must pay out of their own pockets to attend important meetings may reasonably be reimbursed. The Committee therefore urges the Faculty Senate to adopt the simple resolution that follows this Report.

If the Committee is continued next year, it can monitor the situation regarding travel and other needs and continue to urge the university to provide the support necessary for faculty advancement. However, there is a question whether the scope of the Committee's subject matter should be increased or whether the Committee should be eliminated and its current narrow functions transferred to one of the other committees of the Senate that deals more broadly with faculty support. Other committees and Task Forces have been assigned to handle faculty interests in regard to research, mentoring, library support, salary, employment security, discipline, etc., leaving the Committee on Faculty Development and Support with precious little to do. The Senate should consider how best to deal with the Committee's current portfolio.

A handwritten signature in cursive script that reads "Jack H. Friedenthal". The signature is written in dark ink and is positioned above the printed name.

Jack H. Friedenthal

Freda H. Alverson Professor of Law
Chair, Committee on Faculty Development and Support

RESOLVED

That despite the current fiscal difficulties of the university, the university and its various schools and departments must enhance the current level of financial support for the members of its faculty who have sound reasons to attend conferences and meetings. The university should provide an annual travel stipend, updated each year to meet costs, to each faculty member who applies for such a stipend. In addition the university should plan now for the provision of an enlarged stipend that would include money for books, software, and other expenses so long as they relate directly to and enhance the faculty member's research activities or the prestige of the university.

Name of Institution	
Tufts University	<p>No annual stipend for faculty members if they wish to travel (unless negotiable); Faculty members can apply for travel money, and there is no annual limit amount that will be approved; There is no limit on the number of financed trips a faculty member can take during an academic year; Financing of a trip is contingent with the following activities: -status such as officer or member of a conference organizing committee -presentation at a conference or meeting -status as a non-tenured, tenure track faculty member (with exceptions).</p>
Southern Methodist University	<p>No annual stipend for faculty members if they wish to travel (unless negotiable); Faculty members can apply for travel money, and there is annual limit amount that will be approved (depends on trip & purpose- 200-2000); There is no limit on the number of financed trips a faculty member can take during an academic year (each academic chair determines use of travel funds based on severely limited funds); Financing of a trip is contingent with the following activities: -status such as officer or member of a conference organizing committee -presentation at a conference or meeting -publication of a paper presented at a conference or meeting -status as a non-tenured, tenure track faculty member (priority often given to non- tenured to help with tenure).</p>
Southern Methodist University (Dedman College)	<p>No annual stipend for faculty members if they wish to travel; No stipend for other expenses; A faculty member can apply for travel money, and there is no limit on the annual amount that will be approved; There is a limit on the number of financed trips a faculty member can take during an academic year- two; Financing of a trip is contingent with the following activities: -presentation at a conference or meeting.</p>

<p>New York University</p>	<p>Annual stipend for faculty members if they wish to travel (we make no distinction between of funds for domestic or foreign travel; Approximately 90% of full- time tenure/tenure track faculty have personal research funds); Faculty members use the stipend for other expenses (books, software, etc.- 1,500- 10,000) There is no limit on the number of financed trips a faculty member can take during an academic year; Financing of a trip is not contingent with any activities.</p>
<p>The Catholic University of America</p>	<p>No annual stipend for faculty members if they wish to travel (foreign travel treated as domestic); Faculty members can apply for travel money, and there is an annual limit on the annual amount that will be approved (1,000-faculty member ,2/3 expenses uncovered, not involving certain categories of travel that are 100% reimbursed if no limit); There is no limit on the number of financed trips a faculty member can take during an academic year, but limit to total number of reimbursement; Financing of a trip is contingent with the following activities: -status such as officer or member of a conference organizing committee -presentation at a conference or meeting (these are factors qualifying for 2/3 reimbursement); -status as a non-tenured, tenure track faculty member (irrelevant- all treated the same). -faculty member on search committee traveling to interview job candidates (for example)- 100% reimbursement not subject to limit.</p>

<p>University of Maryland College Park- Arts & Humanities</p>	<p>No annual stipend for faculty members if they wish to travel (foreign travel treated as domestic); Faculty members can apply for travel money; A faculty member can apply for travel money. The amount has varied depending upon the availability of funds. Amount available for one trip is from \$400 to \$100 depending on distance; There is a limit on the number of financed trips- 2. Financing of a trip is contingent with the following activities: -status such as officer or member of a conference organizing committee -presentation at a conference or meeting -publication of a paper presented at a conference or meeting -full-time status.</p>
<p>University of Maryland- Behavioral & Social Sciences</p>	<p>Each department uses operating money, sabbatical money for this; Annual amount usually covers domestic trip (Air, Hotel, etc); There is no limited amount available for any trip, Most departments sponsor one trip, but a few do other things like funding more than one trip for an assistant professors; Financing of a trip is contingent with the following activities: -presentation at a conference or meeting (most require this , but a few give one trip regardless).</p>

<p>American University</p>	<p>Annual stipend for faculty members if they wish to travel; Other expenses included (\$750); There is no limit on the number of financed trips (dependent on faculty member's allocation of \$750 plus other sources such as grants and special awards); Financing of a trip is contingent with the following activities: -status such as officer or member of a conference organizing committee -presentation at a conference or meeting -publication of a paper presented at a conference or meeting; -status as a non-tenured, tenure track faculty member (with exceptions).</p>
<p>Boston University</p>	<p>No annual stipend for faculty members if they wish to travel; A faculty member can apply for travel money, and there is no limit on the amount that will be approved; There is no limited amount available for one trip; There is no limit on the number of financed trips; Financing of a trip is contingent with the following activities: -status such as officer or member of a conference organizing committee -presentation at a conference or meeting -publication of a paper presented at a conference or meeting; -status as a non-tenured, tenure track faculty member (with exceptions). -Other: any research- facilitating purpose, as recommended by chairman.</p>

<p>George Mason University</p>	<p>No annual stipend for faculty members if they wish to travel; A faculty member can apply for travel money, and an annual limit varies from department to department; There is a limited amount available for one trip (varies-as \$1,200 per faculty member); There is a limit on the number of financed trips (varies by department); Financing of a trip is contingent with the following activities: -presentation at a conference or meeting.</p>
<p>Northwestern University</p>	<p>No annual stipend for faculty members if they wish to travel; A faculty member can apply for travel money, and there is no annual limit on the amount that will be approved; There is no limited amount available for one trip; There is no limit on the number of financed trips; Financing of a trip is contingent with the following activities: -presentation at a conference or meeting. * Departments have funds for faculty travel. Many faculty have discretionary research accounts which cover travel expenses. In question 1, a department which answered yes to the first question might answer yes or no to 1a about other expenses. For international travel, the Dean's office contributes to the costs (usually 1/3 or 1/2 air fair and hotel).</p>
<p>University of Miami</p>	<p>No annual stipend for faculty members if they wish to travel; A faculty member can apply for travel money, but and there is an annual limit on the amount that will be approved (\$1,200) There is a limited amount available for one trip (\$1,000); There is a limit on the number of financed trips (2); Financing of a trip is contingent with the following activities: -presentation at a conference or meeting -publication of a paper presented at a conference or meeting; -status as a non-tenured, tenure track faculty member (with exceptions).</p>

<p>University of Southern California</p>	<p>Annual stipend for faculty members if they wish to travel (most faculty in unfunded fields (e.g. humanities) apply and receive \$2,500); Other expenses included; A faculty member can apply for travel money (a few ad hoc requests approved); Financing of a trip is contingent with the following activities: -status such as officer or member of a conference organizing committee -presentation at a conference or meeting -publication of a paper presented at a conference or meeting (for senior, no for junior); -status as a non-tenured, tenure track faculty member (with exceptions).</p>
<p>Duke University</p>	<p>No annual stipend for faculty members if they wish to travel (only conditionally); There is an annual limit on the amount that will be approved (\$800); There is no limited amount available for one trip; There is no limit on the number if financed trips; Financing of a trip is contingent with the following activities: -presentation at a conference or meeting.</p>
<p>Vanderbilt University (College of Arts and Science)</p>	<p>No annual stipend for faculty members if they wish to travel; A faculty member can apply for travel money; There is no annual limit on the amount that will be approved; There is no limited amount available for one trip (we reimburse total transportation cost but only \$100/night for hotel. Nothing for meals); There is no limit on the number if financed trips; Financing of a trip is contingent with the following activities: -status such as officer or member of a conference organizing committee (president only) -presentation at a conference or meeting -status as a non-tenured, tenure track faculty member (with exceptions). *copy of the travel policy is attached.</p>

School	Responses
Dean David W. Lightfoot Georgetown University Graduate School of Arts & Sciences 37 th and O Streets, NW ICC 302 Washington, DC 20057	
Dean L.R. Poos Catholic University School of Arts & Sciences 620 Michigan Avenue, NE Washington, DC 20064	Yes
Dean James F. Harris University of Maryland College of Arts & Humanities 1102 Francis Scott Key Hall College Park, MD 20742	Yes
Dean Irwin L. Goldstein University of Maryland College of Behavioral & Social Sciences 2141 Tydings Hall College Park, MD 20742	Yes
Dean Kay Mussell American University College of Arts & Sciences Battelle- Tompkins Building 4400 Massachusetts Avenue, NW Washington, DC 20016	Yes
Dean Henderson Boston University College of Arts & Sciences 725 Comm. Ave., Room 106 121 Bay State Road Boston, MA 02215	Yes
Dean Gary S. Wihl Emory University Graduate School of Arts & Sciences 202 Administration Building Atlanta, GA 30322	
Dean Richard McCarthy Vanderbilt University College of Arts & Sciences 301 Kirkland Hall Nashville, TN 37240	

<p>Dean Danielle Struppa George Mason University College of Arts & Sciences College Hall 100 MS# 3A3 4400 University Drive Fairfax, VA 22030</p>	<p>Yes</p>
<p>Dean William H. Chafe Duke University Arts & Sciences and Trinity College 104 Allen Building Box 90046 Durham, North Carolina 27708</p>	<p>Yes</p>
<p>Dean Richard Foley New York University Faculty of Arts & Sciences 5 Washington Square North, 1st Floor New York, NY 10003</p>	<p>Yes</p>
<p>Dean Matthew S. Santirocco New York University College of Arts & Sciences The Silver Center 100 Washington Square, East, Room 910 New York, NY 10003</p>	
<p>Dean Catharine R. Stimpson New York University Graduate School of Arts & Sciences 6 Washington Square North, 1st Floor New York, NY 10003</p>	
<p>Dean Daniel Linzer Northwestern University Weinberg College of Arts & Sciences 1918 Sheridan Road Evanston, IL 60208</p>	<p>Yes</p>
<p>Dean Carole Brandt Southern Methodist University Meadows School of Arts Perkins Administration Building 6425 Boaz Lane Dallas, TX 75205</p>	<p>Yes</p>
<p>Associate Dean for Academic Affairs, Kathy Hayes Southern Methodist University Dedman College of Humanities & Sciences Perkins Administration Building 6425 Boaz Lane Dallas, TX 75205</p>	<p>Yes</p>

Dean Susan Ernst Tufts University School of Arts & Sciences Bendetson Hall Medford, MA 02155	Yes
Dean Dr. Teresa S. Soufas Tulane University School of Liberal Arts & Sciences Gibson Hall New Orleans, LA 70118	
Dean James H. Wyche University of Miami College of Arts & Sciences Ashe Bldg., Room 227 Coral Gables, FL 33124	Yes
Dean Joseph Aoun University Park Campus University of Southern California College of Letters Arts & Sciences Los Angeles, CA 90033	Yes
Dean McLaod Washington University School of Arts & Sciences One Brookings Drive Campus Box 1117 St. Louis, MO 63130	
Dean William Frawley The George Washington University Columbian College of Arts & Sciences Phillips Hall, Room 107 Washington, DC 20052	Yes

Faculty Senate
FISCAL PLANNING & BUDGETING COMMITTEE
ANNUAL REPORT 2002-03 TERM
May 9, 2003

The Committee met approximately once a month and discussed with University officers a wide variety of financial and planning reports. The chief products of our deliberations were two reports to the Faculty Senate: 1) An *Interim Report* in December, in which the Senate was alerted to the impending cuts in the FY 03 and FY 04 Operating and Capital Budgets that were at that time being projected, as a consequence of the fall in the value of the endowment and the Administration and Board's decision to also cut substantially the payout rate from the Endowment; and 2) in April, a *Special Report for Fiscal Year 2003*, calling to the attention of the Senate and faculty a number of salient points about the existing budgets, and rapidly evolving budgetary planning, for the current and next fiscal years.

In addition, Committee members participated in a Joint Subcommittee (with Educational Policy and Professional Ethics) on the proposed "School of Public Policy and Public Administration" within CCAS. The subcommittee is also reporting its recommendations to the Senate at the May 9, 2003 meeting.

Among other topics studied by the Committee during the year, on the following topics our deliberations were inconclusive, but these subjects appear to merit being made "continuing business" for next year's Committee:

1. ASSESSING POTENTIAL CHANGES TO COURSE STRUCTURE (4x4) AND ACADEMIC CALENDAR IN INTERACTION WITH CLASSROOM SPACE SHORTAGE

As the Committee noted in its *Special Report*, availability of classroom space, and to some extent availability of faculty to teach additional sections, have not kept pace with rapidly expanding undergraduate enrollment. With current zoning restrictions on University building, serious consideration is now being given to modifying the structure of classes and perhaps changing the academic calendar, in part as ways of inducing more efficient use of the physical facilities we now have. Such changes could have very far reaching impacts, however, and we would hope to be in a position to review intensively the fiscal planning for such changes.

2. STUDY OF THE BUDGET MODEL AND BUDGET DECISION-MAKING PROCESS

The Committee received reports from the Budget Office and devoted several sessions to exploring these complicated subjects. We were particularly interested in whether any incentives for faculty survive in the "Unified Budget Model", and in the processes by which decisions are made about the relative merits of proposed academic vs. non-academic expenditures. We were unable to gain sufficient clarity on these topics to formulate a report for the Senate, but this work should continue next year, looking towards a special report to the Senate on these related subjects.

3. REVIEW OF THE MEDICAL CENTER BUDGET

Because the budget of the Medical Center has now been disencumbered of many of its less-academic enterprises (e.g. the hospital, HMO and faculty practice plan), leaving mainly the budget for

the School of Medicine and Health Sciences and the School of Public Health and Health Services, the Committee undertook this year for the first time to review this budget. We are especially concerned to understand the linkages between the University budgets and the Medical Center budgets. Our review was necessarily preliminary, but it is clear that this topic should also continue to receive attention.

4. REVIEW OF BUDGETS FOR ATHLETICS & RECREATION

Consideration of this has been a joint project with the Senate Committee on Athletics. The data we have been seeking has now largely been provided us. What is needed now is to analyze the data and determine whether the results are significant enough to be reported to the Senate. We would propose to continue this joint subcommittee next term.

5. TRACKING OF RATIOS OF FT-TENURE TRACK TO FT-NON- TENURE TRACK AND PART TIME-APPOINTMENTS, AND RATIOS OF FACULTY TO STUDENTS

The Committee has kept this subject under study for the past couple of years, and it warrants continued work to develop an accurate projection of where we are headed.

6. MONITORING BUDGETS AND STAFFING FOR COLLEGE OF PROFESSIONAL STUDIES AND GW SOLUTIONS

The Committee should maintain its oversight of developments in these areas and their potential impact on funding for academic initiatives.

The Committee extends special thanks to Don Boselovic, Associate Vice President for Budget, and to Don Lehman, Executive Vice President for Academic Affairs, for their extensive cooperation with the Committee's efforts. The Chair thanks Lou Katz, Executive Vice President and Treasurer, for helpful conversations about the University's budgeting process.

Respectfully submitted on behalf of the Committee:
William B. Griffith, Chair (CCAS)

Voting Members:

Cherian, E. MGT, SBPM
Cordes, J. ECON/PUBLIC POLICY, CCAS
Friedenthal, J. LAW
Lang, R. ECE, SEAS
Lindahl, F. ACCT, SPBM
Packer, R., BISC, CCAS

Shotel, J. TPSE, GSEHD
Skelton, M. HCS, SMHS
Snyder, C. ECON, CCAS
Umpleby, S. MGT, SBPM
Waters, R. EMSE, SEAS
Yezer, A. ECON, CCAS

Administrative Members:

Bass, G. Assoc. VP for Health Economics
Boselovic, D. Assoc. VP for Budget
Chernak, R. Sr. VP for Student and Acad.
Support Services
Harding, H. Dean, ESIA

Katz, L., Exec VP and Treasurer
Lehman, D. Exec. VP for Academic Affairs
Siggins, J. University Librarian
Whitaker, R. Dean, CPS
Wirtz, P. Executive Committee Liaison

Final Report of the Joint Committee of Faculty and Students

To the Faculty Senate

April 11, 2003

The Joint Committee of Faculty and Students has met 5 times during the academic year 2003-2004. Our activity this year has focused on the following:

1. The consideration of a proposed amendment to the Student Academic Integrity Code from the administration.
2. Pursuant to the Code, review and evaluate the procedures in effect and evaluate how they are being applied and how well they are working in dealing with cases of academic dishonesty.
3. Review the appeals process and consider the appropriateness of maintaining copies of each appeal and new evidence with the Academic Vice President.

With regard to activity 1, we have met with Associate Vice President Craig Linebaugh and Tim Terpstra, Director of the Academic Integrity Office. After discussing the amendment, the committee has agreed to support the amendment and is now in the process of creating a resolution to present to the Faculty Senate at our May meeting.

Relative to activity 2, we will continue to meet with the Director of the Academic Integrity Office and Assistant Vice President for Special Academic Programs Donna Scarboro to develop an evaluation plan which would include interviewing and surveying both students and faculty.

Activity 3 will be addressed during the next academic year.

Co-Chairs

Fiona Conroy

Professor Sal Paratore

REPORT OF THE EXECUTIVE COMMITTEE

Lilien F. Robinson, Chair

May 9, 2003

I would like to welcome the new members of the Senate. All of us look forward to working with you.

On behalf of the Executive Committee, I have the following report.

I. RESOLUTIONS

The Faculty Senate acted upon four resolutions during the 2002-2003 session. These resolutions have been forwarded to the President for his response. His responses will be distributed with the Senate agenda.

II. STATUS OF PERSONNEL MATTERS

Grievances

As reported previously, a grievance in the School of Business and Public Management has been settled at the mediation stage. Two grievances in Columbian College of Arts and Sciences are in the process of mediation.

Nonconcurrences

Two nonconcurrences in the Columbian College of Arts and Sciences were received by the Executive Committee. One, an administrative nonconcurrency with respect to promotion, has been accepted by the department. The second, a nonconcurrency with a faculty tenure and promotion recommendation, is being scheduled for consideration by the Executive Committee.

III. ACTIONS OF THE EXECUTIVE COMMITTEE

The Executive Committee received a resolution from the Appointment, Salary, and Promotion Policies Committee recommending the establishment of an election as of right by tenure-track faculty who become new parents during the probationary period to extend that period by one year. Because changes to the Faculty Code will be required the resolution is being forwarded to the Committee on Professional Ethics and Academic Freedom.

A resolution from the Faculty Development and Support Committee concerning financial support for faculty participation in conferences and meetings was received by the Executive Committee. The resolution will come before the Senate in September.

As reported earlier, the Executive Committee did pursue the matter of the designation of Louis Katz as simply "Executive Vice President." We have been assured by President Trachtenberg, via a memorandum and orally, that Mr. Katz is the Executive Vice President and Treasurer of the University.

IV. ANNUAL REPORTS

Chairs of Senate Standing Committees for the 2002-2003 session who have not yet submitted annual reports of their respective Committees should do so for distribution with the minutes of today's meeting.

The Executive Committee urges the new Committees to begin their work as soon as possible, hopefully by the beginning of the fall semester. Over the course of the summer the Executive Committee will be sending to Committee Chairs various matters for consideration.

Each Standing Committee has been assigned a member of the Executive Committee to serve as liaison between the two. These Executive Committee representatives will be arranging a meeting with the Committee Chair for the beginning of the Fall semester.

V. ANNOUNCEMENTS

The next regular Senate meeting is scheduled for September 12, 2003. Resolutions and/or reports for the agenda of the September meeting should be submitted to the Executive Committee by August 22, 2003.

I would like to take this opportunity to extend sincere thanks to our Parliamentarian, Scott Pagel, who is leaving to join the law faculty at New York University. With your guidance our meetings have functioned smoothly, and we have more easily accomplished the work of the Senate. We will miss you.

In closing, I wish to extend very best wishes for a healthy, happy, and productive summer.

Thank you.

THE GEORGE WASHINGTON UNIVERSITY
Washington, D.C.

The Faculty Senate

April 30, 2003

The Faculty Senate will meet on Friday, May 9, 2003, at 2:10 p.m., in the Alumni House, First Floor, 1925 F Street, N.W.

AGENDA

1. Call to order
2. Introduction of new members
3. Approval of the minutes of the regular meeting of April 11, 2003, as distributed
4. Resolutions
 - (a) A RESOLUTION ON THE ALTERNATIVE ACADEMIC CALENDAR (03/1); Professor Lilien F. Robinson, Chair, Faculty Senate Executive Committee
 - (b) A RESOLUTION ON ESTABLISHMENT OF A "SCHOOL OF PUBLIC POLICY AND PUBLIC ADMINISTRATION" WITHIN THE COLUMBIAN COLLEGE OF ARTS AND SCIENCES (03/2); Professor Paul Duff, on behalf of the Joint Subcommittee representing the Educational Policy, Fiscal Planning and Budgeting, and Professional Ethics and Academic Freedom Committees [contingent upon the prior approval of the Columbian College faculty]
5. Introduction of Resolutions
6. General Business:
 - (a) Approval of dates for regular Senate meetings in the 2003-04 Session recommended by the Executive Committee, as follows: May 9, 2003, September 13, 2003, October 10, 2003, November 14, 2003, December 12, 2003, January 16, 2004, February 13, 2004, March 12, 2004, April 9, 2004
 - (b) Nomination for election of Professor Kurt J. Darr (SPHHS) as Chair of the Dispute Resolution for a one-year term commencing May 1, 2003
 - (c) Nominees for election of Chairs and members of Faculty Senate Standing Committees for the 2003-04 Session (list to be distributed at the meeting)
 - (d) Nomination for appointment by the President to the following Administrative Committees: Space Committee: Linda L. Gallo; Joint Committee of Faculty and Students: Salvatore R. Paratore, Faculty Co-Chair, Karen McDonnell, Faye Moskowitz, Sondra Patrick, Pedro Rossello, Nader Sadeghi, Harry Yeide

- (e) Nomination for appointment by the Board of Trustees to the following Committees: Trustees' Committee on Academic Affairs: Lilien F. Robinson; Trustees' Committee on Student Affairs: Salvatore R. Paratore; Trustees' Committee on the Centuries Campaign: William B. Griffith; Trustees' Committee on External Affairs: Susan K. Sell; Trustees' Committee on Infrastructure and Information Technology: Philip W. Wirtz
 - (f) Nomination for election by the Faculty Senate to the Student Grievance Review Panel: Jacqueline Barnett, Linda Bland-Stewart, Jack Friedenthal, Daniel Kane, Salman Kazmi, Gregg Margolis, Stephen McGraw, Sondra Patrick, Joan Regnell, Joel Teitelbaum
 - (g) Report of the Executive Committee: Professor Lilien F. Robinson, Chair
 - (h) Annual Reports of Senate Standing Committees: Educational Policy Committee (Report Attached)
7. Brief Statements (and Questions)
 8. Adjournment

Dennis L. Geyer
Dennis L. Geyer
Secretary

A RESOLUTION ON THE ALTERNATIVE ACADEMIC CALENDAR (03/1)

WHEREAS, President Trachtenberg has requested consideration of an alternative academic calendar; and

WHEREAS, an appointed joint committee, responding to the charge from the administration, will be providing analyses but not recommendations; and

WHEREAS, in accordance with the Faculty Organization Plan, Article 3, Section 1 [4] and the Faculty Code, Section IX. A., the faculty participates in the formulation of policy and planning decisions; and

WHEREAS, the Faculty Senate has the responsibility of making recommendations to the administration and through the President to the Board of Trustees on matters pertaining to academic concerns as they may affect more than one school or college; and

WHEREAS, it has been established practice that recommendations for changes to the academic calendar are made by the Faculty Senate; and

WHEREAS, President Trachtenberg has indicated that he would welcome the Faculty Senate's advice and recommendations on any proposal to change the academic calendar NOW, THEREFORE,

BE IT RESOLVED BY THE FACULTY SENATE OF THE GEORGE WASHINGTON UNIVERSITY:

That no action on an alternative academic calendar be taken until the Faculty Senate has had an opportunity to consider available data and provide its recommendations on the alternative academic calendar to the administration.

**Executive Committee of the Faculty Senate
April 25, 2003**

A RESOLUTION ON ESTABLISHMENT OF A "SCHOOL OF PUBLIC POLICY AND PUBLIC ADMINISTRATION" WITHIN THE COLUMBIAN COLLEGE OF ARTS AND SCIENCES (03/2)

WHEREAS, a Task Force established by the Executive Vice President for Academic Affairs has recommended, and the EVPAA has agreed, "that a new school should be created within CCAS devoted to public policy and administration"; and

WHEREAS, since the Faculty Senate is entitled under the Faculty Code to make a recommendation on "proposals concerning the creation... of schools or other major components of the University", the Executive Committee of the Faculty Senate has charged the Joint Subcommittee now proposing this Resolution with recommending a course of action to the Faculty Senate; and

WHEREAS, in Resolution 96/14 the Faculty Senate recommended, in pertinent part, "that in the future the designation 'School' be applied only to educational units satisfying the conditions of independence specified in the structure of the University"; and

WHEREAS, the Joint Subcommittee, having consulted broadly with the parties to be affected by creation of this 'School', as set out in our Interim Report to the Senate on March 11, 2003, has identified a number of considerations supporting this proposal that argue in favor of recommending an exception to the above policy, including (a) the cross-disciplinary nature of the curriculum and research, (b) the administrative simplification to be achieved in managing the activities of faculty most of whose home departments are already in CCAS, (c) the fact that many of the educational units competing with our programs in public policy/administration are themselves organized as schools subordinate to other schools, thereby lessening the likelihood that students will be misled materially by the designation of what is in effect a large department as a school, (d) the fact that Arts & Sciences has now designated itself a college rather than a school, thus minimizing many of the confusions accompanying a "school within a school", and (e) the fact that a fully independent School of Public Policy and Public Administration is not a financially viable alternative at the present time, NOW, THEREFORE,

BE IT RESOLVED BY THE FACULTY SENATE OF THE GEORGE WASHINGTON UNIVERSITY:

That the Faculty Senate concurs in the proposal to establish a "School of Public Policy and Public Administration" within the Columbian College of Arts and Sciences, as a justifiable exception to the policy recommended in Resolution 96/14.

The Joint Subcommittee:

Paul Duff, Chair, Educational Policy Committee;

W. B. Griffith, Chair, Fiscal Planning and Budgeting Committee;

Gregory Maggs, Chair, Professional Ethics and Academic Freedom Committee;

Professors J. Friedenthal (Law) and S. McGraw (SMHS)

May 9, 2003

Summation of the Actions of the Subcommittee to Examine the Proposal to Create a School of Public Policy within the Columbian College of Arts and Sciences

The Subcommittee represents the Educational Policy Committee, the Fiscal Planning and Budgeting Committee, and the Professional Ethics and Academic Freedom Committee and was composed of the following members:

- Paul Duff, Chair, Educational Policy Committee;
- W. B. Griffith, Chair, Fiscal Planning and Budgeting Committee;
- Gregory Maggs, Chair, Professional Ethics and Academic Freedom Committee;
- Professors J. Friedenthal (Law)
- S. McGraw (SMHS).

The Subcommittee met throughout the '02-03 academic year. Over the course of its deliberations, the members of the subcommittee expressed particular concern over the following issues:

1. Is calling the proposed entity a "school" is a fair way to represent it to faculty, students, and the public at large, especially since it would be a school within a school? The label "school" was of particular concern since the Faculty Senate has already gone on record opposing the creation of schools within schools (see senate resolution 96/14). Assuming that the Public Policy group was merged into CCAS, the subcommittee wondered whether there might be a different name that would be more appropriate such as a "Center" or "Institute."
2. Would the rights of untenured faculty or those who will be facing promotion after the move be protected?
3. Would the affected schools (CCAS and SBPM) would be content with the financial arrangements that would accompany the creation of this entity within CCAS?

In order to address these concerns, the subcommittee reviewed the report of the Task Force on Public Affairs at GWU and the VPAA's response to that Task Force's report. The subcommittee then met with and discussed the proposed new school with Kathy Newcomer, Joe Cordes, and Hal Wohlman. Information about similar programs (particularly programs run by our competitors) to the one proposed was shared with the subcommittee. Next, the relevant deans were asked about any particular concerns that they might have. The subcommittee also consulted with them about the processes envisioned for obtaining faculty approval for the move. After asking if the SBPM Dean's Council had any comments on the move, the subcommittee received a memo from Dean Phillips, indicating that the council had no objections to the relevant faculty moving to CCAS. A member of the subcommittee then met with and discussed the proposed move with the CCAS Dean's Council. The subcommittee next discussed the proposed move with the affected faculty to see if they had particular concerns. Finally, the subcommittee consulted with Vice President Lehman. At our suggestion, Vice President Lehman asked that Kathy Newcomer, Joe Cordes, and Hal Wohlman prepare a final document outlining the proposed program that could be presented to the Senate at the May meeting. This document was provided and is appended as is a chronological history of the steps taken to establish the new school.

Proposal for New School of Public Policy and Public Administration
Chronological History

Summer, 2000: VPAA Don Lehman calls and hosts a meeting of faculty with public policy programmatic interests from across the university to consider a proposal for creating a new stand alone school of Public Policy and Media. There is little support.

Fall, 2000: VPAA asks Hal Wolman, newly hired Director of GWIPP and of the MPP program, to prepare a "White Paper" setting forth possible scenarios for the public policy and public administration programs.

Spring, 2001: White Paper is shared with Kathy Newcomer, Chair of the Public Administration Department, Joe Cordes, Director of the Public Policy, Ph.D. Program, and Jean Folkerts, Interim Dean of CCAS. Discussions begin.

Fall-Winter, 2001: VPAA Lehman sets up a task force, chaired by Carol Sigelman (without vote), to consider alternative proposals for restructuring public policy and public administration. Task force members consist of Wolman, Newcomer, and Cordes, plus three additional faculty members from PAd and three from CCAS.

Winter, 2002: After three months of considering various alternatives and narrowing down to three for more intensive consideration (a separate stand-alone school; an "enhanced" status quo; and a new school within CCAS), the Task Force submits it's report to VPAA Lehman. The report recommends a new School of Public Policy and Public Service or School of Public Service and Public Policy within CCAS.

Spring, 2002: VPAA Lehman accepts the main recommendations of the Task Force Report with the understanding that after X years of experience, the issue of whether the new School should continue as a part of CCAS or become a separate stand-alone school be revisited by the faculty.

Spring-Fall, 2002: The Public Administration Department discusses the implications of leaving SBPM and moving into the new School within CCAS. In the Fall, 2002 they vote unanimously to do so.

Summer, 2002- VPAA Lehman appoints a core group of Hal Wolman, Kathy Newcomer, and Joe Cordes to oversee the development of a plan for bringing the new school into existence, bringing others into the process for specific components as necessary.

Spring, 2002: MPP Executive Committee discusses and approves MPP curriculum revisions that would occur if the new school is approved.

Summer, 2002: Core group meetings begin to create a "Business Plan, including a proposed budget. After an orientation meeting with Don Boselovic, the core group, with the addition of Jed Kee, develops unified enrollment and budget projections for MPP and MPA programs.

Summer, 2002 Core group and Jed Kee meets with Bill Carter, Budget Director of SBPM, to discuss details of how the resources that have been supporting the operations of the Public Administration Department and its programs would be exported to CCAS upon approval of the new school.

Fall-Winter, 2002: Task force of Public Administration and Public Policy faculty engage in discussions about merger of the Ph.D. in Public Policy Program and Ph.D. in Public Administration Program into a single Ph.D. in Public Policy and Administration. Discussion is extended to include the existing Steering Committee of the Ph.D. in Public Policy program. The task force and Steering Committee endorse the merger and curriculum changes.

Fall, 2002: Core group presents proposal to Dean's Council of CCAS which approves the proposed plan "in principle."

Fall, 2002: Faculty Senate begins consideration of proposed plan. Core group appears before the Faculty Senate special committee to present the proposal and respond to questions.

Fall-Winter, 2002-03: Changes in the MPP curriculum are presented to the CCAS curriculum committee and approved. The MPA curriculum is presented to the CCAS curriculum committee for consideration and approval. In 2003, the proposed curriculum for the Ph.D. in Public Policy and Administration is presented to the CCAS curriculum committee.

Winter, 2003: Core group holds series of meetings with Dean Frawley to discuss plan and proposed budget.

Winter, 2003: The proposed faculty of the new school engages in discussion via e-mail and a series of votes which result in overwhelming support to name the school "School of Public Policy and Public Administration."

School of Public Policy and Public Administration
Columbian College of Arts and Science
History and Organization

April 15, 2003

Summary

After two years of discussion among themselves and with the Administration, the Public Policy Programs (the Ph.D. program, currently in CCAS and the MPP program, split between CCAS and SBPM) and the Department of Public Administration have proposed the creation of a new School of Public Policy and Administration (SPP&PA) within CCAS. The faculty of the Public Administration department and the MPA program, along with the budget that supported it, will thus move from SBPM to CCAS. The new School will have a non-departmentalized faculty that will consist of the current members of the PAD and faculty members who have been associated with the Public Policy program. Tenure and budget lines for the latter will remain, however, in their current units. The Master of Public Policy (MPP), Master of Public Administration, and Ph.D. in Public Policy and Administration will remain as distinct programs. Each of these will have a "program faculty," but members of the School faculty may serve on more than one program faculty. The Master of Arts in Telecommunication, at its request, will also be a part of the new School. Discussions are ongoing with the M.A. in Public Policy with a concentration in Women's Studies concerning their possible participation. The School will be headed by a Director who reports to the Dean of CCAS. The School will also house the George Washington Institute of Public Policy (GWIPP) and The Center for Washington Area Studies.

Rationale

Given its location in the heart of Washington, DC, the overall quality of the university, and its existing faculty resources and programs in the area of public affairs, GW has the potential to be a national leader in the area of public affairs education and research. However, GW's efforts currently lack visibility and focus. At present GW's public policy and administration programs are scattered: The Ph.D. in Public Policy is in CCAS, the MPP is divided into two areas, with students choosing Policy Analysis and Research receiving their degree from CCAS and students choosing Public/Private Policy and Management receiving their degree from SBPM, and the Public Administration department and the MPA program are located in SBPM. The George Washington Institute of Public Policy (GWIPP) nominally houses the public policy academic programs and serves a university wide policy research function; the Director of GWIPP, who is also currently the Director of the MPP academic program, reports directly to the Vice-President for Academic Affairs. The creation of a School within CCAS would provide that visibility and place GW on an equal footing with our competitors, nearly all of whom deliver their programs through distinct and visible schools or Institutes of Public Affairs, Public Policy, and/or Public Administration, many of which (e.g., Georgetown, Duke, the University of Wisconsin, and Ohio State) are located within Colleges of Arts and Science. Creation of the School of Public Policy and Public Administration will also focus and integrate our efforts by placing faculty engaged in

similar pursuits within the same organizational framework and in a non-departmental setting designed to encourage cooperation.

History

In Summer, 2000, VPAA Don Lehman called and hosted a meeting of faculty with public policy programmatic interests from across the university to consider a proposal for creating a new stand alone school of Public Policy and Media. There was little support. In Fall, 2000 VPAA Lehman asked Hal Wolman, newly hired Director of GWIPP and of the MPP program, to prepare a "White Paper" setting forth possible scenarios for the public policy and public administration programs. In Spring, 2001 the White Paper was shared with Kathy Newcomer, Chair of the Public Administration Department, Joe Cordes, Director of the Public Policy, Ph.D. Program, and Jean Folkerts, Interim Dean of CCAS. A series of discussion ensued. VPAA Lehman, in late 2001, then set up a task force, chaired by Carol Sigelman (without vote), to consider alternative proposals for restructuring public policy and public administration. The Task Force members consisted of Wolman, Newcomer, and Cordes, plus three additional faculty members from PAd and three from CCAS. After three months of considering various alternatives and narrowing down to three for more intensive consideration (a separate stand-alone school; an "enhanced" status quo; and a new school within CCAS), the Task Force submitted it's report to VPAA Lehman. The report recommended a new School within CCAS. VPAA Lehman accepted the main recommendations of the Task Force Report with the understanding that after four years of experience, the issue of whether the new School should continue as a part of CCAS or become a separate stand-alone school be revisited by the faculty. During the Spring and Summer of 2002, The Public Administration Department discussed the implications of leaving SBPM and moving into the new School within CCAS. In the Fall, 2002 they voted unanimously to do so. In the Fall of 2002, the MPP curriculum was redesigned by the MPP Executive Committee to establish a common core of classes and a new and unified Ph.D. program in Public Policy and Administration was created by a joint Public Policy and Public Administration task force and was approved by the CCAS Ph.D. in Public Policy Steering Committee. These degrees, along with the MPA all submitted to the CCAS Curriculum Committee in Fall, 2002-Spring, 2003 and approved. In the Fall of 2002, The Faculty Senate formed a special subcommittee, consisting of members from the Faculty Senate committees on Fiscal Planning and Budgeting, Education Policy, and Professional Ethics and Academic Freedom. to consider the proposal. The subcommittee discussed the proposal with the various program heads (Wolman, Cordes, Newcomer) and the Deans involved (Frawley and Phillips). The Subcommittee will report its recommendations to the full Faculty Senate after CCAS faculty take action on the proposal.

Organization

The School of Public Policy and Public Administration (the name was selected by the faculty after a series of votes among competing names) will be a new School within CCAS. It will be headed by a Director who will be selected by the Dean of CCAS upon

the recommendation of the faculty and will report to the Dean of CCAS. Its faculty, which will be a non-departmentalized school-wide faculty, will consist of

1. PROGRAM FACULTY:
 - a. Full-time, active status faculty budgeted within the school (at present, the current PAd faculty);
 - b. Full-time, active status faculty who regularly teach core courses in the MPP, MPA or PhD programs or other degree programs offered by the school;
 - c. Fifty-fifty hires made between public policy and other academic units;
 - d. Full-time, active status faculty appointed to serve as field advisors in the PhD program; and
 - e. Other faculty voted to become program faculty by the program faculty.
2. ASSOCIATE FACULTY:
 - a. Research faculty associated with the school;
 - b. Faculty in other schools who participate in policy education and research and desire to be associated with the school; and
 - c. Visiting and adjunct faculty.

Except for the transfer of tenure and budget lines from SBPM to CCAS for current PAd faculty, there will be no transfer of tenure or budget lines for other faculty of the School. Only faculty with appointments in CCAS departments will be eligible to vote on director selection and personnel matters.

There will be four academic programs within the School, each with a separate program faculty and a program head (appointed by the Director upon a recommendation of the faculty of the program). Faculty can be members of more than one program. The programs within SPP&PA at inception will be the Master of Public Administration, the Master of Public Policy, the Master of Arts in Telecommunication, and the Ph.D. in Public Policy and Administration. Other programs may decide to seek to be a part of the School, and they will be accepted by the Director upon the vote of the faculty.

The George Washington Institute of Public Policy (GWIPP) will become a research institute and will no longer be responsible for academic programs. GWIPP will be housed in SPP&PA, but will serve a university wide function. Its Director will be appointed by the VPAA and report to him. Because the purpose of GWIPP is to support policy research throughout the University, it will have a separate budget that will not have its source in CCAS funds.

Currently, the Center for Washington Area Studies shares resources and space with the Ph.D. Program in Public Policy. This arrangement will continue in that SPP&PA will also house the Center for Washington Area Studies (CWAS), which will continue to maintain a separate budget and identity.

**THE GEORGE WASHINGTON UNIVERSITY
THE FACULTY SENATE – 2003-04 SESSION**

The Faculty Senate meetings for the 2003-04 Session will be held on the second Friday of each month (exceptions: January) as follows:

May 9, 2003	January 16, 2004
September 12, 2003	February 13, 2004
October 10, 2003	March 12, 2004
November 14, 2003	April 9, 2004
December 12, 2003	The 2004-2005 Session begins on May 7, 2004

Phone Ex Officio Member (stated by the Faculty Organization Plan)
6500 Trachtenberg, Stephen Joel President

Phone Administrative Members (stated by the Faculty Organization Plan)
6510 Lehman, Donald R. Executive Vice President for Academic Affairs
8393 Geyer, Dennis L. Registrar
(Appointed by the President):
6130 Frawley, William J. Dean, Columbian College of Arts & Sciences
6161 Futrell, Mary H. Dean, Graduate School of Education & Human Development
6241 Harding, Harry Dean, Elliott School of International Affairs
6380 Phillips, Susan M. Dean, School of Business & Public Management
4772 Southby, Richard F. Interim Dean, School of Public Health & Health Services
6080 Tong, Timothy W. Dean, School of Engineering & Applied Science
59-125 Whitaker, Roger Dean, College of Professional Studies
3727 Williams, John F. Dean, School of Medicine & Health Sciences
6288 Young, Michael K. Dean, GW Law School

7337 Pagel, Scott Parliamentarian

<u>Phone</u>	<u>Faculty Members</u>	<u>Term Expires</u>	<u>School</u>
6788	Briscoe, William J.	2004	Columbian College of Arts & Sciences
1510	Castleberry, Michael S.	2005	Education & Human Development
5826	Cordes, Joseph J.	2004	Columbian College of Arts & Sciences
6363	Duff, Paul B.	2005	Columbian College of Arts & Sciences
8203	Englander, Ernest J.	2005	Business & Public Management
6288	Friedenthal, Jack H.	2004	GW Law School
3521	Gallo, Linda L.	2004	Medicine & Health Sciences
3646	Garris Jr., Charles A.	2005	Engineering & Applied Science
8684	Griffith, William B.	2004	Columbian College of Arts & Sciences
4857	Gupta, Murli M.	2005	Columbian College of Arts & Sciences
3158	Harrington, Robert J.	2004	Engineering & Applied Science
6233	Klarén, Peter F.	2004	International Affairs
4768	Lee, Cynthia Kwei Yung	2005	GW Law School
6642	Marotta, Sylvia A.	2005	Education & Human Development
6977	Packer, Randall K.	2005	Columbian College of Arts & Sciences
2602	Paratore, Salvatore R.	2004	Education & Human Development
7112	Paup, Donald C.	2005	Medicine & Health Sciences
7094	Robinson, Lilien F.	2004	Columbian College of Arts & Sciences
4896	Sell, Susan K.	2004	Columbian College of Arts & Sciences
5887	Shambaugh, David L.	2005	International Affairs
4717	Simon, Gary L.	2005	Medicine & Health Sciences
0399	Swiercz, Paul M.	2005	Business & Public Management
6685	Watson, Harry	2005	Columbian College of Arts & Sciences
6386	Wilmarth, Arthur E., Jr.	2004	GW Law School
6369	Wirtz, Philip W.	2004	Business & Public Management
3772	Zaghloul, Mona	2004	Engineering & Applied Science

Educational Policy Committee: Annual Report (2002-03)

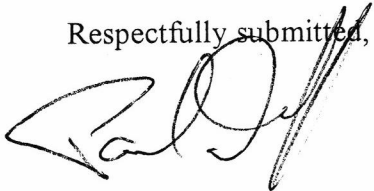
The members of the 2002-2003 Educational Policy Committee were:
Paul Duff (chair), Paul Churchill, Gregg Margolis, Stephen McGraw, Yasser Nagib,
Judith Plotz, Catherine Turley.

The ex officio members of the EPC were:
Cheryl Beil, Gail Etschmaier, Robert Chernak, Mary Futrell, Dennis Geyer, Donald
Lehman, Kathryn Napper, Catherine Resler, Carol Sigelman, Daniel Small, and Scott
Stebelman. Lilien Robinson was the Executive Committee Liaison.

The Educational Policy Committee met 6 times over the course of the 2001-02 academic year. Although the committee is still working on a list of "best practices" for tenure and promotion, this project was temporarily suspended so that the EPC could pursue the two time sensitive issues, the Academic Excellence Committee's Writing Proposal, and the proposal to establish a "School of Public Policy and Public Administration" within the Columbian College.

Most of the EPC's time this year was spent discussing the Academic Excellence Committee's Writing Proposal. The EPC also appointed two of its members, Stephen McGraw and Paul Duff, to a subcommittee with members of the Fiscal Planning and Budgeting Committee and the Professional Ethics and Academic Freedom Committee to examine the proposal to create a School of Public Policy with CCAS. Reports on each of these tasks is attached.

Respectfully submitted,



Paul B. Duff
Chair